

Exploring factors that predict the encounter of barriers to learning in Massive Open Online Courses

Citation for published version (APA):

Henderikx, M. A., Kreijns, C., & Kalz, M. (2018). *Exploring factors that predict the encounter of barriers to learning in Massive Open Online Courses*. Poster session presented at Emerging Researchers' Conference EERA, Bolzano, Italy.

Document status and date:

Published: 01/01/2018

Document Version:

Other version

Document license:

CC BY

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

<https://www.ou.nl/taverne-agreement>

Take down policy

If you believe that this document breaches copyright please contact us at:

pure-support@ou.nl

providing details and we will investigate your claim.

Downloaded from <https://research.ou.nl/> on date: 05 May. 2023

Open Universiteit
www.ou.nl



Exploring factors that predict the encounter of barriers to learning in Massive Open Online Courses

Maartje Henderikx, Karel Kreijns (Open University Netherlands) & Marco Kalz (Heidelberg University of Education)

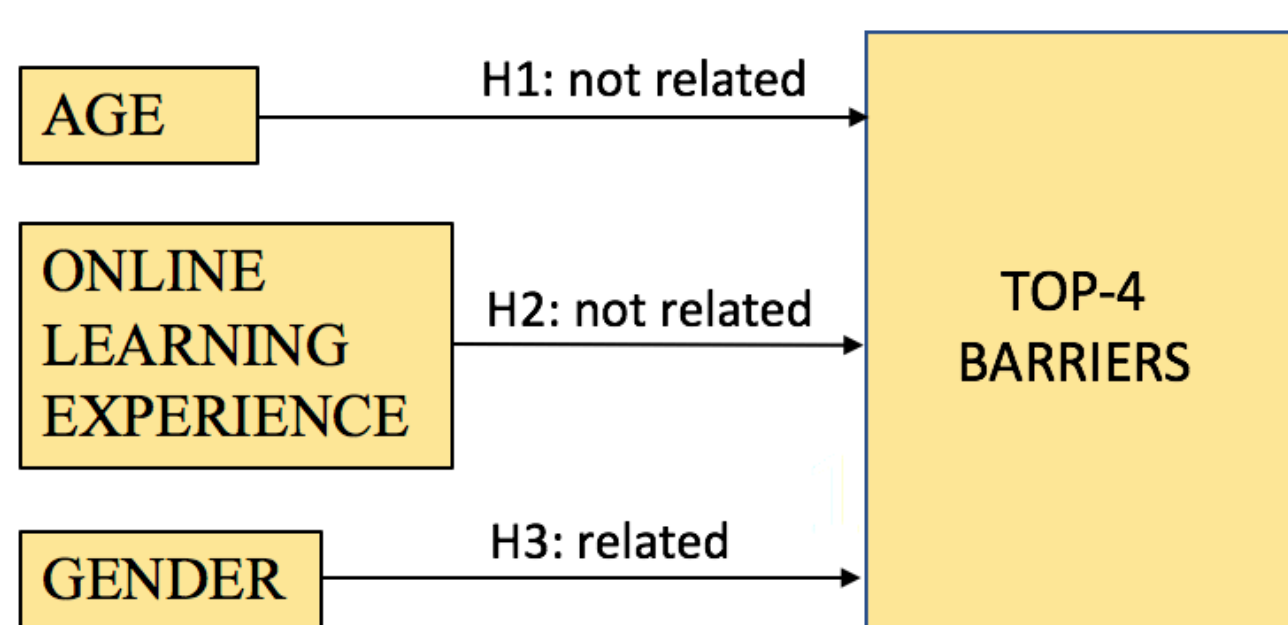
ID 896

INTRODUCTION

Research on barriers to learning in MOOCs illustrated that most learners come across barriers to a greater or lesser extent (Khalil & Ebner, 2014), which may hinder or prevent them from reaching their personal learning goals (Henderikx, Kreijns & Kalz, 2017a). Many researchers investigated whether factors like age (Greene, Oswald & Pomeranz, 2015), gender (Cole, Shelly, & Swartz) or online learning experience (Marks, Sibley, & Arbaugh, 2005) influenced academic achievement or satisfaction. Yet, research on investigating the relationship between certain learner characteristics and the likelihood of encountering barriers to MOOC-learning is sparse. With this study we aimed to address this gap to further advance our knowledge about learning in open learning environments like MOOCs.

RESEARCH QUESTIONS & HYPOTHESIS

RQ1 → What are the top-4 barriers to MOOC learning encountered by the survey participants



H1 → Age is not related to the encounter of the top-4 barriers

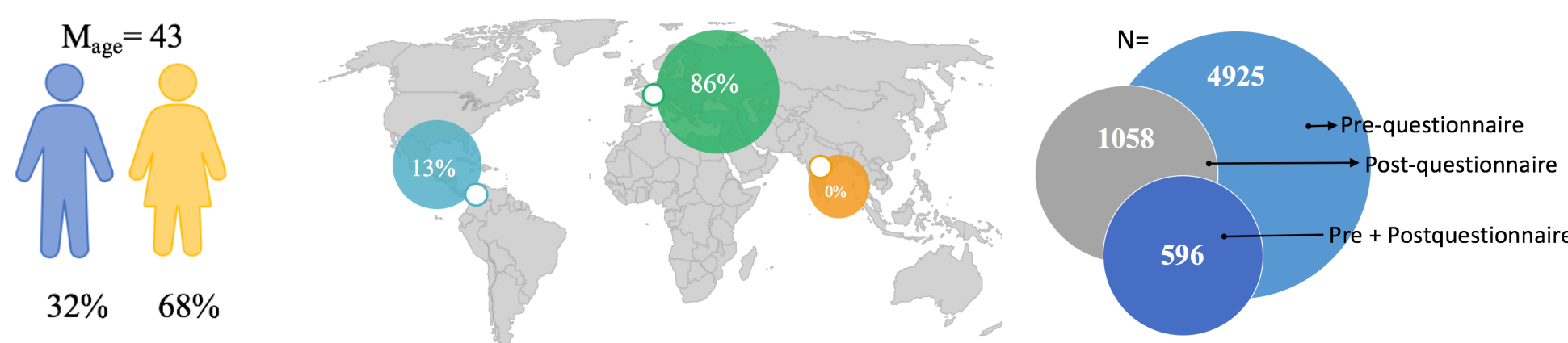
H2 → Gender is related to the encounter of the top-4 barriers

H3 → Online Learning experience is not related to the encounter of barriers

METHOD

Participants and materials

Participants were learners who speak the Spanish language and participated in one or more of 13 MOOCs offered by Educablab, an innovation centre from the Spanish Ministry of Education.

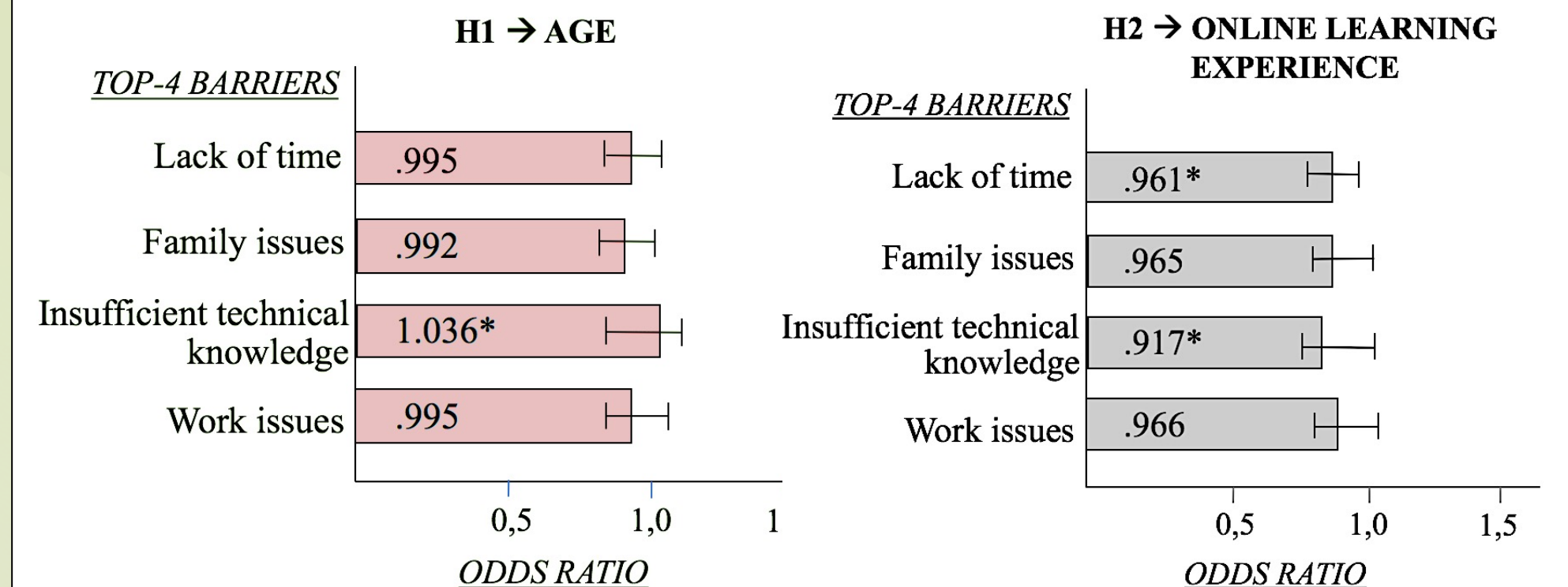


These questionnaires included several questions on age, gender, online learning experience (number of MOOCs taken in the past) and experienced barriers.

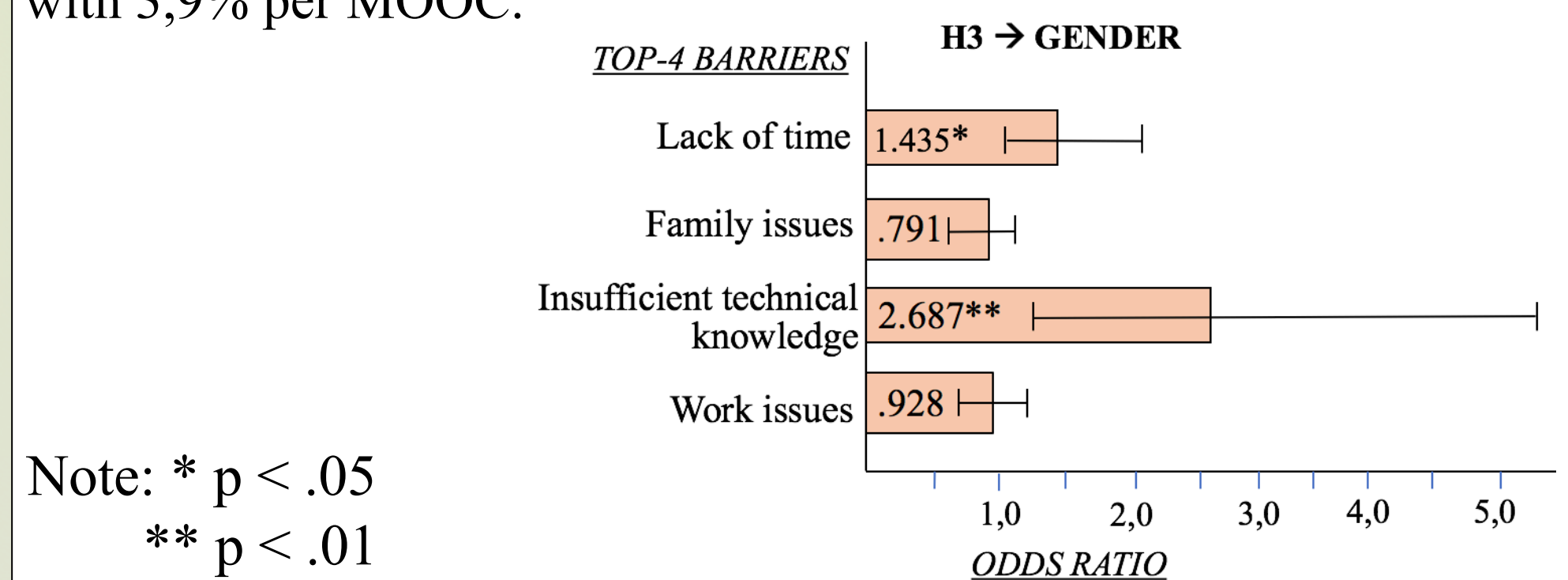
Analysis

Four 3-predictor logistic regression models were fitted to the data to test the hypotheses.

RESULTS

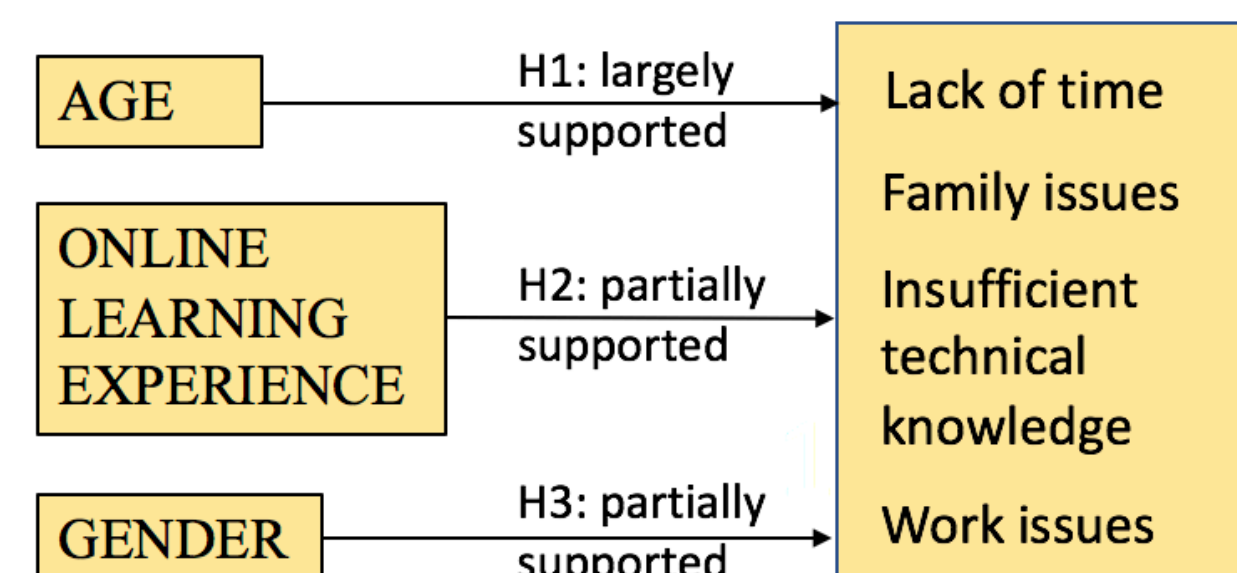


Females are 43,5% more likely to suffer from 'lack of time' than men. Also, females are 168,7% more likely to lack technical knowledge than men. With an increase of one year in age participants are 3,6% more likely to lack technical knowledge, and with each additional MOOC taken in the past the chance of a participant lacking in time decreases with 3,9% per MOOC.



Note: * $p < .05$
** $p < .01$

CONCLUSIONS



The main conclusions are that gender and OLE were found to be significant predictors for both 'lack of time' and 'insufficient technology background'. This is partially consistent with H1 and not consistent with H3. Also, age is related to 'insufficient technology background', which is not consistent with H2. More extensive research is necessary to further untangle the online learning process. This and future knowledge can be used to support, advise and prepare (potential) MOOC-learners embarking on new learning adventures.

REFERENCES

- Cole, M., Shelley, D., & Swartz, L. (2014). Online instruction, e-learning, and student satisfaction: A three-year study. *The International Review of Research in Open and Distance Learning*, 15(6), 112–113.
- Greene, J. A., Oswald, C. A., & Pomerantz, J. (2015). Predictors of retention and achievement in a massive open online course. *American Educational Research Journal*, 52(5), 925–955.
- Henderikx, M., Kreijns, K., & Kalz, M. (2017a). Refining success and dropout in MOOCs based on the intention-behavior gap. *Distance Education*, 38, 353–368.
- Khalil, H., & Ebner, M. (2014). *MOOCs Completion Rates and Possible Methods to Improve Retention - A Literature Review*. In World Conference on Educational Multimedia, Hypermedia and Telecommunications (pp. 1236–1244). Chesapeake, VA: AACE
- Marks, R. B., Sibley, S. D., & Arbaugh, J. B. (2005). A structural equation model of predictors for effective online learning. *Journal of Management Education*, 29, 531–563